

OAKWAY MIDDLE
150 Schoolhouse Road
Westminster, South Carolina 29693

GRADES 6-8 Middle School

ENROLLMENT 340 Students

PRINCIPAL G. Rob Rhodes 864-972-9531

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	22	3	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	Yes
2004	Good	Average	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

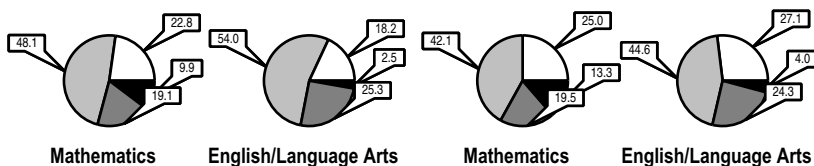
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.3%





PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	340	99.1	17.7	54.3	25.5	2.5	35.7	Yes	Yes
Gender									
Male	185	99.5	20.5	50.0	27.3	2.3	32.4		
Female	155	98.7	14.4	59.6	23.3	2.7	39.7		
Racial/Ethnic Group									
White	330	99.1	17.6	53.8	26.0	2.6	35.9	Yes	Yes
African-American	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	250	99.2	15.2	51.9	29.5	3.4	45.1		
Disabled	90	98.9	24.7	61.2	14.1	0.0	9.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	340	99.1	17.7	54.3	25.5	2.5	35.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	340	99.1	17.7	54.3	25.5	2.5	35.7		
Socio-Economic Status									
Subsidized meals	145	99.3	22.2	60.0	16.3	1.5	25.9	Yes	Yes
Full-pay meals	195	99.0	14.4	50.3	32.1	3.2	42.8		

Mathematics - State Performance Objective = 15.5%									
All Students	340	99.1	22.4	48.4	19.3	9.9	40.4	Yes	Yes
Gender									
Male	185	99.5	23.9	44.9	18.8	12.5	44.9		
Female	155	98.7	20.5	52.7	19.9	6.8	34.9		
Racial/Ethnic Group									
White	330	99.1	21.5	49.0	19.6	9.9	41.3	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	250	99.2	20.7	42.6	23.2	13.5	48.9		
Disabled	90	98.9	27.1	64.7	8.2	0.0	16.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	340	99.1	22.4	48.4	19.3	9.9	40.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	340	99.1	22.4	48.4	19.3	9.9	40.4		
Socio-Economic Status									
Subsidized meals	145	99.3	22.2	56.3	17.8	3.7	29.6	Yes	Yes
Full-pay meals	195	99.0	22.5	42.8	20.3	14.4	48.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	103	99.0	36.3	38.8	21.3	3.8	25.0
	Grade 7	100	100.0	17.5	49.2	33.3	N/A	33.3
	Grade 8	95	98.9	21.2	57.6	19.7	1.5	21.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	128	100.0	24.0	52.0	22.4	1.6	24.0
	Grade 7	104	98.1	5.9	67.3	20.8	5.9	26.7
	Grade 8	108	99.1	21.0	57.1	21.9	N/A	21.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	103	100.0	12.5	43.8	26.3	17.5	43.8
	Grade 7	100	100.0	31.7	42.9	12.7	12.7	25.4
	Grade 8	95	97.9	30.3	62.1	7.6	N/A	7.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	128	100.0	16.0	44.8	27.2	12.0	39.2
	Grade 7	104	98.1	14.9	54.5	16.8	13.9	30.7
	Grade 8	108	99.1	36.2	55.2	5.7	2.9	8.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 340)				
Students enrolled in high school credit courses (grades 7 & 8)	10.4%	Up from 2.6%	14.8%	14.6%
Retention rate	3.2%	Up from 2.9%	2.0%	3.0%
Attendance rate	98.3%	Up from 96.4%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	23.4%		5.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	18.7%		5.2%	5.3%
Eligible for gifted and talented	7.2%	Up from 5.2%	19.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech Older than usual for grade	26.6%	Up from 24.9%	14.7%	13.9%
	3.8%	Down from 5.7%	3.2%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.4%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	44.4%	Up from 41.7%	48.0%	48.7%
Continuing contract teachers	81.5%	Down from 91.7%	85.2%	81.7%
Highly qualified teachers**	90.9%	N/A	90.9%	90.4%
Teachers with emergency or provisional certificates	4.2%		4.0%	5.3%
Teachers returning from previous year	91.9%	Up from 88.6%	87.1%	85.1%
Teacher attendance rate	93.0%	Down from 94.0%	94.7%	94.8%
Average teacher salary	\$40,751	Up 1.5%	\$40,836	\$40,566
Prof. development days/teacher	24.4 days	Up from 14.4 days	10.7 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.3
Student-teacher ratio in core subjects	24.4 to 1	Up from 20.3 to 1	22.3 to 1	21.3 to 1
Prime instructional time	88.9%	Up from 88.4%	89.2%	89.3%
Dollars spent per pupil*	\$6,983	Up 3.3%	\$5,692	\$5,821
Percent of expenditures for teacher salaries*	56.8%	Up from 51.1%	62.7%	61.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	97.2%	Up from 94.5%	95.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	91.0%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"With the support of home and community, Oakway Middle School is committed to academic excellence and to the development of individual strengths and talents in a secure and supportive environment where personal responsibility and respect for the rights of others are fostered." High expectations are crucial in order for our students to be successful in the global world. As our school mission states, we believe that teachers, students, parents, staff, administrators, and other community members must work together to educate the future leaders of our world. Our goal is to provide the best possible education for every single student in our school.

During the past year, we have focused on the three main goals of the OMS strategic plan: (1) Students will demonstrate personal commitments to producing quality work and to striving for academic excellence; (2) Students will demonstrate effective problem-solving skills; and (3) Students will accept responsibility for their actions, learn to respect others, understand the responsibilities of citizenship, demonstrate ethical behavior, and appreciate the diversity and interdependence of all people.

Oakway Middle students receive a balanced program in academics, the arts, and athletics. Our school curriculum emphasizes critical and creative problem-solving skills and teachers stress communication skills in all disciplines. This year, we have been fortunate to have a literacy coach working with our staff to improve reading and writing skills across the curriculum. We have implemented a remediation program for students who need additional assistance in language arts, reading, and math. After-school tutoring classes are available for students who need extra help from their classroom teachers. All students at Oakway Middle School are enrolled in a fine arts class every day throughout the school year, and all have an opportunity to participate in computer keyboarding and "Project Lead the Way," a nationally recognized pre-engineer program. In addition, students are encouraged to participate in the many clubs and extra-curricular activities that are offered. These have helped to promote teamwork, multi-disciplinary learning, and school and community pride, as well as have provided authentic inquiry-based opportunities for all students. We have received grants to enhance classroom instruction, to focus on integrating the arts across the curriculum, and for other school-wide initiatives.

As a South Carolina "Red Carpet School," our school has been recognized as a "school that provides a warm, friendly environment where people not only are welcomed but are made to feel part of the school family." Oakway Middle School will continue to strive for excellence under the leadership of Mr. Rob Rhodes in the coming years. Our faculty and staff are committed to providing a comprehensive, standards-based curriculum that is designed to meet the individual needs of every student.

Dr. Bonnie B. Rushlow
Principal
2003-2004

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	84	36
Percent satisfied with learning environment	63.6%	77.5%	86.1%
Percent satisfied with social and physical environment	90.9%	74.7%	88.9%
Percent satisfied with home-school relations	59.1%	79.3%	80.0%

*Only students at the highest middle school grade level at this school and their parents were included.